

Assessment Handbook
College of Education
North Greenville University

Spring 2015

Jill B. Branyon

Table of Contents

Purpose of Handbook	3
Assessment Cycle	4
Assessment Process	6
Exhibit 1	7
Exhibit 2	9
Writing Rubrics and resources	15
Reliability & Validity	16
APPENDICES	18
ADEPT Standards	19
NGU COE Conceptual Framework	24
Diversity Standards	26
ISTE (Technology Standards)	27
CAEP Standards	29
Interstate New Teacher Assessment Support Consortium Standards	34
SC State Standards	35

Handbook Purpose

Dear Colleagues,

The purpose of this handbook is to act as a resource for you in terms of aligning assessment to the appropriate standards, creating assessments and rubrics that will give adequate evidence of meeting standards, collecting the data from the assessments, reviewing the results and making data driven decisions.

This task can be overwhelming when paired with the current level of teaching and student interaction required of faculty and staff. For this reason, I have tried to describe the assessment process and cycle and the nuts of bolts of gathering assessment data and analyzing it to improve the programs and/or remediate students.

I hope that this handbook will lead you through the assessment system of the College of Education.

Standards that are addressed in the Undergraduate programs:

CAEP/NCATE 2013

InTASC standards

ADEPT standards and other state standards

Conceptual Framework Standards 2014

Supporting Professional Association (SPA) Standards:

NCTM 2012

NCSS

NCTE

ACEI

NAEYC

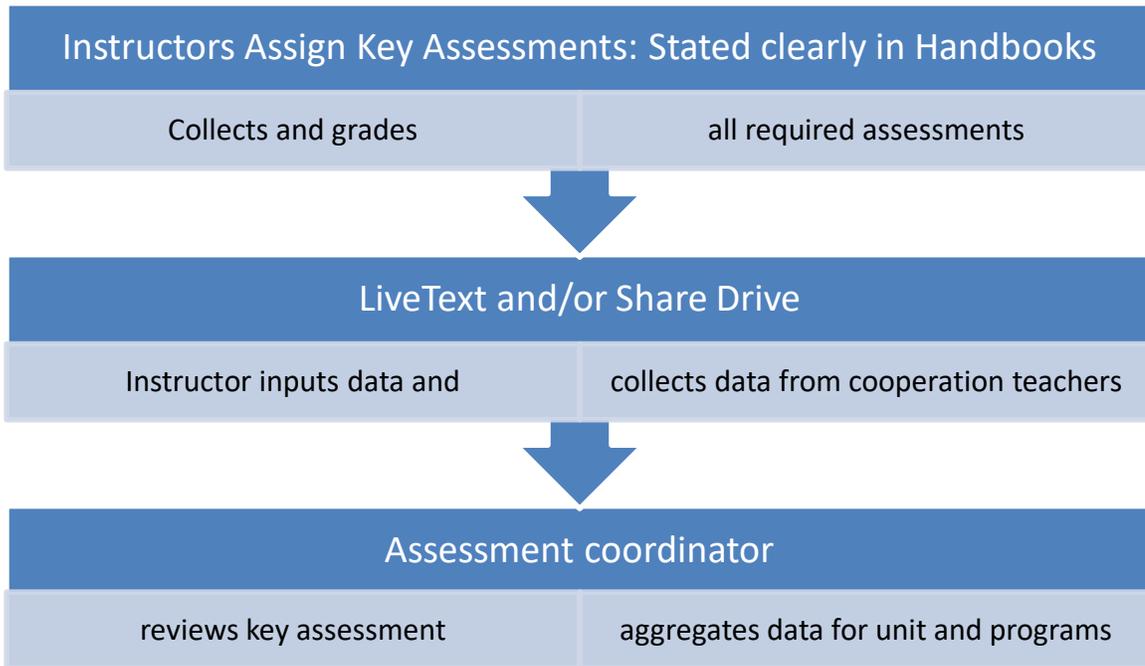
These standard sets should be available on Livetext or easily found. I will include the standards for CAEP, INTASC, ADEPT, ISTE, Diversity, and Conceptual Framework.

Sincerely,

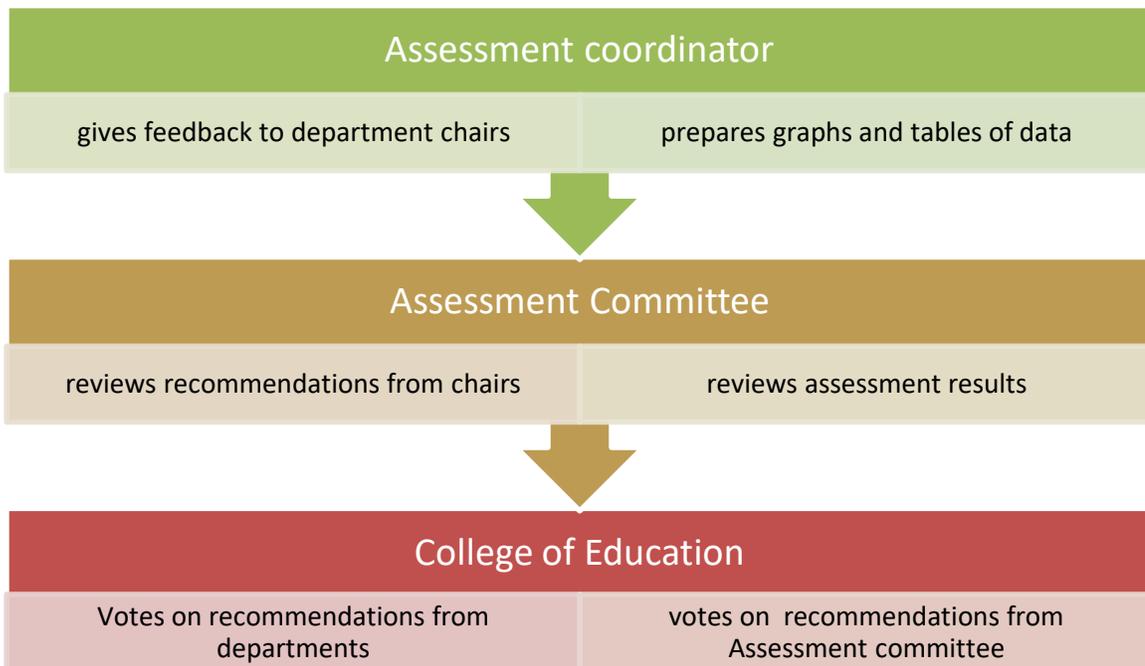
Jill B. Branyon

Assessment System Cycle and Timeline:

Data Collection and Analysis: Each semester, but focus is on yearly data.



Assessment used for candidate remediation and program changes



The above graphic demonstrates the assessment cycle used in the College of Education. Each program: ECED, ELEM, MAED, ENED, SSED, MUED selects appropriate assessments that demonstrate evidence of meeting standards of the SPA, CAEP, INTASC, State, and institutional standards.

Step one of this model is to identify the key assessments used in each course in the program that demonstrate meeting the identified standards and creating an alignment of standards and a curricular map showing how all standards are met somewhere in the course of study through an assessment. It is recommended that including a curricular map of key information on Praxis 2 exams can insure that candidates are well prepared.

The assessments need to have quality rubrics that spell out the point awards in sufficient detail in order to improve reliability and inter-rater reliability. The assessment coordinator and assistant coordinator work to move your chosen assessments into LiveText Documents where the data is gathered and made available for analysis. The data is then made available to the program chairs for analysis and making suggested changes to the program or plans to remediate students who are not performing at the desired level.

Assessments used across all programs except music.

The Assessment of Dispositions: This assessment is under review and creating a 4 point rubric to increase inter-rater reliability.

The lesson plan scoring guide: This assessment is under review and creating a detailed 4-point rubric to increase inter-rater reliability.

Field Experience Evaluations: These assessments are under review and creating a detailed 4-point rubric to increase inter-rater reliability.

Teacher Work Sample: Used in Student teaching

ADEPT Evaluation: Used in Student Teaching. Some programs may have addendums to collect SPA specific data in student teaching.

One proposed assessment is to have a Unit Plan Assessment across all programs, but that has not been finalized.

At this point all field experience data is collected on LiveText, but raters are not adding comments. We need to work towards showing everyone how to add comments to a section.

The ASSESSMENT PROCESS:

Step 1: Mapping

Using your current assessments and rubrics determine what exactly they measure in terms of the standards your program is meeting. The INTASC standards are imbedded in the ADEPT standards and in the College of Education Conceptual Framework and are directly aligned. These are the primary educational standards for teacher candidates along with the program SPA standards.

Question 1: What standards are our current assessments measuring?

Question 2: What is the evidence?

Question 3: What is the data revealing?

Here is a sample curriculum map aligning NCTM 2012 standards to assessments. It helped me identify holes in the data. I wanted to have at least two assessments covering each standard. If I put all of my assessments into LIVETEXT and capture data there, we have the capability to run a standards report which shows every time a standard is assessed and over how many students it is assessed. This could be quite valuable for SPA reports as well as CAEP reporting.

NCTM Standards 2012 and Assessments Alignment:

Standards									
1a	Praxis II	Course grades				ADEPT		Seminar Presentation	
2a				Notebook				Seminar Presentation	
2b			FEE	Notebook					
2c			FEE	Notebook					
2d				Notebook	Addendum				AOD
2e				Notebook	Addendum				
2f				Notebook	Addendum				
3a	Lesson plan	Unit plan	FEE	Notebook		ADEPT	TWS	Seminar Presentation	
3b				Notebook		ADEPT	TWS		
3c	Lesson plan	Unit plan	FEE	Notebook	Addendum	ADEPT		Seminar Presentation	
3d	Lesson plan	Unit plan	FEE	Notebook	Addendum			Seminar Presentation	AOD
3e	Lesson plan	Unit Plan	FEE	Notebook				Seminar Presentation	AOD
3f	Lesson plan	Unit Plan		Notebook		ADEPT	TWS	Seminar Presentation	
3g	Lesson plan			Notebook		ADEPT	TWS		
4a				Notebook					AOD
4b		Unit plan		Notebook		ADEPT	TWS		
4c				Notebook		ADEPT		Seminar Presentation	AOD

4d			FEE	Notebook		ADEPT		Seminar Presentation	AOD
4e		Unit plan	FEE	Notebook	Addendum				AOD
5a	Lesson plan		FEE	Notebook	Addendum			Seminar Presentation	
5b			FEE	Notebook	Addendum			Seminar Presentation	AOD
5c	Lesson plan			Notebook	Addendum		TWS		
6a	Mock Interv	Resume		Notebook				Seminar Presentation	AOD
6b	Mock Interv			Notebook		ADEPT		Seminar Presentation	AOD
6c		Resume		Notebook					

Please note that the Mathematics Notebook, Addendum for student teaching, and seminar presentation are unique to this program. Lesson Plan, Unit Plan, AOD, ADEPT, and TWS are common assessments across most programs.

Step 2: Alignment of the program. This is documentation that there is alignment of assessments to the Conceptual Framework and to the SPA standards. Examples are below. This chart should help with the mapping and alignment of assessments used in the program.

Benchmarks are defined as follows:

Benchmark 1: Acceptance into the Teacher Education Program. This normally occurs in the first semester of the sophomore year. The primary preparation of documentation for entrance occurs in the Foundations of Education course. All faculty need to remind students over and over again to supply documentation of acceptable scores on ACT or SAT or take the Praxis Core Exams well in advance. Completion of 45 hours of course credits is the launch point for acceptance. Candidates need to apply well in advance for admission. Sept 1 for Fall acceptance and Feb 1 for Spring acceptance. NOTE: students will not be allowed to take starred courses if not accepted into the Teacher Education Program.

Benchmark 2: Acceptance into Student teaching. Candidates must apply for student teaching one year prior to student teaching. This is because they need to be fingerprinted, have FBI background check, and have a TB test if they do not have one on file. Candidates who have applied for student teaching meet all of the requirements to do so and receive guidance and training leading to student teaching. Some candidates miss the deadlines which are the same as entrance into the program. Sept 1 for those who will student teach in the fall and Feb 1 for those who will teach in the spring of the following year.

Benchmark 3: Successful completion of Student Teaching. Candidates have a celebration and portfolio display at the completion of student teaching.

Benchmark 4: Successful completion of all coursework and requirements for graduation from NGU.

Exhibit 1: Alignment of Conceptual Framework to National and state standards.

Exhibit 2: Alignment of SPA standards to national, state, and institutional standards.

Exhibit 1: Alignment of Conceptual Framework, Benchmarks, Assessments, and Standards for Mathematics Education

OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.			
A. Candidates demonstrate mastery of the critical content and processes in their fields of study within the context of a broad understanding of the liberal arts.	Benchmark 1, 2	Praxis II Content Exams, minimum grades in core courses, minimum GPA.	CAEP 1.1, InT 4 APS 6, NCTM 1a
B. Candidates communicate subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts.	Benchmark 1, 2, 3	FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric, ADEPT Notebook, Mathematics Notebook	CAEP 1.2, InT 5 APS 4 NCTM 2d
C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of appropriate assessments and using the data to improve student learning and instruction.	Benchmark 2, 3	Lesson Plans, ADEPT evaluation, Unit, TWS, Mathematics Notebook	CAEP 1.3, InT 6 APS 3 NCTM 3f
D. Candidates plan and implement lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn.	Benchmark 2, 3	Lesson Plans, Unit plan, TWS, ADEPT evaluation, Mathematics Notebook	CAEP 1.5, InT 7 APS 2 NCTM 3c Div 1D
E. Candidates employ multiple resources beyond the textbook such as including concrete objects, online resources and media to meet the needs of all learners.	Benchmark 2,3	Unit Plans, Lesson Plans, FEE, TWS, Mathematics Notebook	CAEP 1.4, InT 5 ISTE IIIA APS 5 NCTM 4e <u>Div 1F</u>
F. Candidates use a variety of effective instructional techniques , models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning	Benchmark 2, 3	Lesson Plans, Unit Plan, FEE, TWS, Mathematics Notebook	CAEP 1.6, InT 8 APS 5 NCTM 4b

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.			
A. Candidates exhibit personal responsibility , trustworthiness, fairness, and teamwork in the school community.	Benchmark 1, 2, 3	AOD, ADEPT evaluation	CAEP 1.7, InT 10 APS 10 NCTM 6b
B. Candidates respect, value, and establish high expectations for all students creating an inclusive learning environment.	Benchmark 1, 2, 3	AOD, TWS, ADEPT, Mathematics Notebook	CAEP 1.6, InT 2 APS 4 NCTM 4d Div 2B
C. Candidates design and maintain an effective, safe learning environment that accommodates the student’s physical, social, emotional, and cognitive needs.	Benchmark 1, 2, 3	SC safe schools climate act, AOD, TWS, ADEPT, Mathematics Notebook	APS 8 InT 1 NCTM 4c Div 2c
D. Candidates value cooperation, practice collaboration, and display fairness and empathy when working with colleagues and families.	Benchmark 1, 2, 3	AOD, ADEPT evaluation, Mathematics Notebook	CAEP 1.8, InT 3 APS 10 NCTM 6b
OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.			
A. Candidates engage in professional development activities and utilize resources that contribute to the improvement of self, the profession, and community.	Benchmark 1, 2, 3	AOD, ADEPT evaluation, Portfolio displays, Mathematics Notebook	InT 9 APS 10 NCTM 6c
B. The candidate uses technology and other resources as a tool for improving instruction and for professional growth.	Benchmark 1,2,3	Lesson Plans, Mathematics Notebook, TWS, ADEPT	InT 9 ISTE VA APS 10 NCTM 3c
C. Candidates model inquiry and reflection of self, students, families, and communities based on student performance.	Benchmark 2, 3	Lesson Plans, TWS, and ADEPT reflections, Mathematics Notebook	CAEP 1.3, InT 10 APS 10 NCTM 5c Div 3c

D. Candidates reflect on their choices and biases in order to build strong relationships with learners, families, colleagues, and the community.	Benchmark 2, 3	Lesson Plans, TWS, and ADEPT reflections	CAEP 1.9, InT 10 APS 10 NCTM 6b Div 3d
---	----------------	--	--

Exhibit 2: NCTM standards aligned to national, state, and institutional standards.

NCTM Standards 2012	Standards Alignment	Assessments
<p>NCTM Standards 2012 Standard 1: Content Knowledge Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. Preservice teacher candidates: 1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the <i>NCTM NCATE Mathematics Content for Secondary</i></p>	APS 6: provides content COE IA & IB CAEP 1.1, InT 4	Assessments 1. Course grades 2. Seminar presentation 3. FEE 4. Praxis II
<p>Standard 2: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. Preservice teacher candidates:</p>	APS 5 & 7 COE IF & 3D CAEP 1.2, InT 5 Mathematical Practices Section of Notebook.	1. Course grades 2. Math Notebook (Mathematical Practices) 3. FEE 4. Praxis II

<p>2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.</p> <p>2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.</p> <p>2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.</p> <p>2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.</p> <p>2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.</p> <p>2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.</p>	<p>2A: Problem solving 5 strategies/activities</p> <p>2B: Reasoning and proof 5 strategies/activities</p> <p>2C: Real world problems 5 activities</p> <p>2D: Vocabulary bank</p> <p>2E: Math in other contexts and making connections 2 STEM lessons</p> <p>2F: Curriculum maps to connect domains 2 lessons that tied domains</p>	
<p>Standard 3: Content Pedagogy</p> <p>Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>	<p>APS 4, 7, & 8 COE IC, ID, 2B, 2C, 3C, 3D CAEP 1.3, 1.4, 1.5, 1.5 In TASK 5,6,7,8 ISTE</p> <p>Content Pedagogy section of Mathematics Notebook 3a: Include your unit plan</p>	<ol style="list-style-type: none"> 1. Unit plans 2. FEE 3. TWS 4. Seminar Presentation 5. Math Notebook

<p>Pre-service teacher candidates:</p> <p>3a) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</p> <p>3b) Analyze and consider research in planning for and leading students in rich mathematical learning experiences.</p> <p>3c) Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency.</p> <p>3d) Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</p> <p>3e) Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.</p> <p>3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</p> <p>3g) Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.</p>	<p>3b: include your demographics and two article reviews on teaching mathematics</p> <p>3c: Two lesson plans demonstrating accommodations plus reflections on if the accommodations helped</p> <p>3d: Two lesson plans demonstrating mathematics connected to life</p> <p>3e: Two lessons showing the use of EQ, DOK, HOT and questioning techniques.</p> <p>3f: Show the pre and post test of the unit. Show the analysis of an assessment related to a lesson taught.</p> <p>3G: Include the reflections of all lessons taught and what changes you would make to increase student engagement and learning.</p>	
<p>Standard 4: Mathematical Learning Environment</p> <p>Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.</p>	<p>APS 2, 4, 5, 7, 8</p> <p>COE: I D,E,F; 2 B,C,E; 3D</p> <p>CAEP 1.</p> <p>INTASC 2,3</p> <p>Div</p>	<ol style="list-style-type: none"> 1. AOD 2. Unit Plans 3. ADEPT APS 1 4. TWS 5. Math Notebook

<p>Pre-service teacher candidates: 4a) Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. 4b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. 4d) Demonstrate equitable and ethical treatment of and high expectations for all students. 4e) Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</p>	<p>Mathematical Learning Environment 4a: Include your class rules And organizational plan 4b: Include two lessons demonstrating research used and how to test for and build on prior knowledge 4c: Include five researched strategies to increase student engagement/motivation 4d: Include the FEE from all taught lessons 4e: Include two lessons that utilize a variety of resources and technology and annotated list of ten resources to aid learning.</p>	
<p>Standard 5: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Pre-service teacher candidates: 5a) Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive</p>	<p>APS 3, 7 COE: I C, D, 2 B, 3 D</p>	<p>1. ADEPT APS1 2. TWS</p>

<p>disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.</p> <p>5b) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.</p> <p>5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>		
<p>Standard 6: Professional Knowledge and Skills</p> <p>Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.</p> <p>Pre-service teacher candidates:</p> <p>6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</p> <p>6b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.</p> <p>6c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	<p>APS 10 COE: 3 A, B,C, D</p> <p>Professional section of Math notebook: 6a: Include the review of two scholarly journal articles. Include membership in one professional organization Include Professional development sheet from methods and APS 10 from student teaching Include at least one professional conference AOD scores</p>	<ol style="list-style-type: none"> 1. ADEPT APS 10 2. Professional Development Plan 3. Math Notebook
<p>Mathematical Assessments Summary</p>	<p>Content</p>	<p>Praxis II, Course grades</p>
	<p>Pedagogy</p>	<p>ADEPT, TWS, FEE, Math notebook</p>
	<p>Planning and Assessments</p>	<p>TWS, Unit Plans, Math notebook</p>
	<p>Prof Dev/dispositions</p>	<p>Math notebook</p>
	<p>Teaching</p>	<p>ADEPT, TWS, Seminar, FEE</p>

Step 3: Assessment and Rubric Review:

Question 1: Do the assessments provide adequate data as evidence of meeting the standards?

Question 2: Do the assessments need to be updated to include different dimensions deemed necessary to meet the standards?

Question 3: Is the language used in the rubric and assessment understood by both faculty and candidates?

Question 4: Are there gaps in data that need to be addressed in existing assessments or new assessments?

Question 5: How are technology and diversity being addressed in the assessments?

Question 6: How do you know if candidates are impacting student learning?

After the rubrics are reviewed and aligned, make sure that they are created in livetext and used in courses where the assessments occur. Make a clear chart of each course in the program, what assessments are used and who is responsible to use the rubric.

If new assessments are needed, steps must be taken to make sure that rubrics produce reliable and valid results. LiveText automatically calculates inter-rater reliability.

WRITING RUBRICS

Resources will be provided to help you in writing rubrics and/or creating assessments.

Here is a webinar by Livetext: <http://vimeo.com/94528941>

http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf

http://cdn2.hubspot.net/hub/254524/file-461027415-pdf/RubricDesign_LanceTomei.pdf

http://www.uncw.edu/cte/ET/articles/Vol7_1/Wolf.pdf

<http://blog.livetext.com/blog/bid/368237/Designing-Effective-Standards-Competencies-aligned-Rubrics>

Jill’s tips for Rubric Writing:

To write your rubrics and plan your assessments, let your standards drive your assessments. Start with your SPA standards, ADEPT standards, COE framework standards, CAEP standards, Diversity standards, State standards for EEDA and SC safe schools climate act, and ISTE standards. Ask yourself; "Self, how can this assessment reveal that candidates are meeting required standards?" There is currently a steep learning curve as we become familiar with our standards.

SLO/alignment	Distinguished-4	Accomplished-3	Developing-2	Beginning -1

Jill’s Tip number one: Know your standards, translate them into student learning outcomes (SLOs) AKA objectives, proficiencies, performance standards.

Begin with the SLO you need to assess, align it to one and only one standard from each standard set, but you can and should align it to multiple standard sets. Alignment charts are helpful but putting the alignment in the rubric leads evaluators right into the assessment. What is the student learning outcome that you are assessing, which standards align to it, and what is the weight of the SLO. In livetext, we can assign weights and they will automatically calculate the scores for you. I believe it helpful to speak in terms of SLOs as that is what SACS likes and they are the same as proficiencies or performance standards.

Jill’s Tip number two: Write to the Accomplished level. Think of what it would take to do the assessment well and put those indicators in the Accomplished level 3. Arrange the indicators with the must have listed first, the next level down will drop off the bottom indicators as they go down. Livetext will automatically put in a zero if you do not select a level in the rubrics.

SLO/alignment	Distinguished-4	Accomplished-3	Developing-2	Beginning -1
The student plans using standards, objectives and essential questions 1/15 (6%) NCTM-2012.SEC.3a ADEPT APS 1.b COE I.c		Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content from NCTM, state and national interests. Objectives build in a logical sequence. Objectives lead to essential questions		

--	--	--	--	--

Shorter more focused rubrics are better than long complicated ones. For complex assignments, think of letting each part of the assignment have its own rubric.

Jill’s Tip number three: Scale up to the distinguished which would more than you expected.

SLO/alignment	Distinguished-4	Accomplished-3	Developing-2	Beginning -1
standards and objectives 1/15 (6%) NCTM-2012.SEC.3a ADEPT APS 1.b COE I.c	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content from NCTM, state and national interests. Objectives build in a logical sequence. Objectives lead to essential questions Standards are obviously aligned to objectives and essential questions.	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content from NCTM, state and national interests. Objectives build in a logical sequence. Objectives lead to essential questions		

Jill’s Tip number Four: Scale down for level 2 and level 1 by dropping indicators off in order from the lowest one and moving up.

SLO/alignment	Distinguished-4	Accomplished-3	Developing-2	Beginning -1
standards and objectives 1/15 (6%) NCTM-2012.SEC.3a ADEPT APS 1.b	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content	Standards, objectives, EQs are clearly stated on each lesson plan. Standards represent essential content

<p>COE I.c</p>	<p>from NCTM, state and national interests. Objectives build in a logical sequence. Objectives lead to essential questions Standards are obviously aligned to objectives and essential questions.</p>	<p>from NCTM, state and national interests. Objectives build in a logical sequence. Objectives lead to essential questions</p>	<p>from NCTM, state and national interests. Objectives build in a logical sequence.</p>	<p>from NCTM, state and national interests.</p>

Jill’s Final Tip: Look at all the assessments you are currently using in your course. Ask yourself what they are measuring. If you cannot answer that question, then the assessment is unnecessary. It is better to have fewer more meaningful assignments instead of a bunch of little ones as this becomes busy work. Authentic and real life assignments are best.

Validity and Reliability

How to increase validity and reliability in the rubrics

Reliability Concerns in Rubric Development

Clarifying the scoring rubric is likely to improve both interrater and intrarater reliability. A scoring rubric with well-defined score categories should assist in maintaining consistent scoring regardless of who the rater is or when the rating is completed. The following questions may be used to evaluate the clarity of a given rubric: 1) Are the scoring categories well defined? 2) Are the differences between the score categories clear? And 3) Would two independent raters arrive at the same score for a given response based on the scoring rubric? If the answer to any of these questions is "no", then the unclear score categories should be revised.

One method of further clarifying a scoring rubric is through the use of anchor papers. Anchor papers are a set of scored responses that illustrate the nuances of the scoring rubric. A given rater may refer to the anchor papers throughout the scoring process to illuminate the differences between the score levels.

After every effort has been made to clarify the scoring categories, other teachers may be asked to use the rubric and the anchor papers to evaluate a sample set of responses. Any discrepancies between the scores that are assigned by the teachers will suggest which components of the scoring rubric require further explanation. Any differences in interpretation should be discussed and appropriate adjustments to the scoring rubric should be negotiated. Although this negotiation process can be time consuming, it can also greatly enhance reliability (Yancey, 1999).

Another reliability concern is the appropriateness of the given scoring rubric to the population of responding students. A scoring rubric that consistently measures the performances of one set of students may not consistently measure the performances of a different set of students. For example, if a task is embedded within a context, one population of students may be familiar with that context and the other population may be unfamiliar with that context. The students who are unfamiliar with the given context may achieve a lower score based on their lack of knowledge of the context. If these same students had completed a different task that covered the same material that was embedded in a familiar context, their scores may have been higher. When the cause of variation in performance and the resulting scores is unrelated to the purpose of the assessment, the scores are unreliable.

Sometimes during the scoring process, teachers realize that they hold implicit criteria that are not stated in the scoring rubric. Whenever possible, the scoring rubric should be shared with the students in advance in order to allow students the opportunity to construct the response with the intention of providing convincing evidence that they have met the criteria. If the scoring rubric is shared with the students prior to the evaluation, students should not be held accountable for the

unstated criteria. Identifying implicit criteria can help the teacher refine the scoring rubric for future assessments. Entire discussion link is below.

<http://pareonline.net/getvn.asp?v=7&n=10>

<http://www.uni.edu/chfasoa/reliabilityandvalidity.htm>

Step 4: Close the loop by analyzing the data.

Once you have collected the data, review the student performances. Ask these questions?

Question 1: Are there individuals who are performing below the level set by the department who may need remediation? If so, set up a meeting with the chair and the head of Teacher Education and map out a remediation plan? Careful attention should be given to the Junior year in terms of performance in field placements. Communication with mentors must be open and clear.

Question 2: Are there any areas where as a whole the class is not performing at the acceptable level? Are there areas that need to be addressed and strengthened in the course work in order to aid students in performing at higher levels?

Question 3: What changes need to be made to the program of study as a result of analyzing the data?

Question 4: Are the assessments meeting the standards and addressing areas of expertise needed in expectations today's classrooms?

Below find resources that you may need when mapping out your assessments and alignments. Please note that ADEPT is under review by the state so changes may be coming to those standards.

Add more pages or continue typing as needed. List members present.

Use of Data and Data Analysis:

Suggested Assessment, course or program changes: Explain	Rationale: How did the analysis lead to the conclusion?

List members present and attach minutes of the assessment meeting. Send copies to Administrative Assistant and Assessment Coordinator.

APPENDICES & STANDARDS

<u>ADEPT</u>	19
<u>CONCEPTUAL FRAMEWORK</u>	24
<u>DIVERSITY</u>	26
<u>ISTE</u>	27
<u>CAEP</u>	29
<u>INTASC</u>	34
<u>SC State Standards for EPPs</u>	35

ADEPT Standards currently used (2015)

SC's Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

ADEPT Performance Standards (APSs) for classroom teachers: they set forth the state's for what teachers should know, be able to do, and take responsibility for accomplishing on an ongoing basis. All school districts use some teacher evaluation system that aligns with ADEPT.

ADEPT focuses on assisting and encouraging teachers to assess continuously and enhance the effectiveness of their typical teaching performance--- as opposed to merely requiring teachers to demonstrate sets of skills during showcase lessons.

The Performance Standards place increased emphasis on the teacher's ability to focus on the appropriate academic standards, assess and analyze student performance, and use this information to guide planning and instruction, and demonstrate that the instruction has resulted in student learning.

ADEPT defines student achievement as *students' measurable growth in a particular area or areas over a specified period of time.*

Domain I: Planning

- APS 1: Long-range planning
- APS 2: Short-range planning of instruction
- APS 3: Planning assessments and using data

Domain II: Instruction

- APS 4: Establishing and maintaining high expectations for learners
- APS 5: Using instructional strategies to facilitate learning
- APS 6: Providing content for learners
- APS 7: Monitoring, assessing, and enhancing learning

Domain III: Environment

- APS 8: Maintaining an environment that promotes learning
- APS 9: Managing the classroom

Domain IV: Professionalism

- APS 10: Fulfilling professional responsibilities

APS 1:**Key elements of the long range plan typically include****a description of the students that**

- ❖ suggests a thorough understanding of the students' ability and developmental levels, backgrounds, needs, and interests; and
- ❖ includes appropriate sources that were used to obtain this information.

learning and developmental goals that are

- ❖ consistent with all appropriate curriculum standards;
- ❖ appropriately challenging for students' ability and developmental levels; and
- ❖ reflective of students' backgrounds, needs, and interests.

instructional units that are

- ❖ consistent with the appropriate curriculum standards and the long-range goals;
- ❖ logically sequenced in a timeline that provides sufficient opportunity to cover the key concepts and themes of the subject matter; and
- ❖ designed to expose students to a variety of intellectual, social, and cultural perspectives.

a description of key materials and resources

- ❖ that are needed to accomplish the goals; and
- ❖ that require special plans (including the description) for ordering or requesting.

procedures for assessing, evaluating, and recording students' progress and achievement that include appropriate

- ❖ assessment strategies,
- ❖ evaluation criteria, and
- ❖ documentation (record keeping).

rules and procedures

- ❖ for managing student behavior that are age-appropriate, stated in positive terms, specific, and consistent with best practice and relevant guidelines and regulations; and
- ❖ for handling non-instructional routines in an efficient manner.

procedures for routinely communicating with parents that are

- ❖ appropriate and

designed to keep parents or guardians informed of and actively involved in the learning and developmental process.

APS 2:**Key elements of short-range instructional planning typically include****an instructional unit** (interview questions 1 and 2) that

- ❖ is integrated with other units and/or subject areas listed in the LRP, and
- ❖ reflects the teacher's understanding of the students' ability and developmental levels, learning styles, needs, social/cultural backgrounds, and interests.

learning and/or developmental objectives (interview question 3) that are

- ❖ consistent with the appropriate curriculum standards and with the long-range learning and developmental goals, and
- ❖ appropriately challenging for all students.

content (interview question 4) that

- ❖ is current and accurate,
- ❖ facilitates the students' achievement of the curriculum standards and the unit objectives, and
- ❖ exposes students to a variety of intellectual, social, and cultural perspectives as well as "real-life" situations

instructional strategies (interview question 5) that

- ❖ are appropriately matched to the objectives and to the content;
- ❖ are designed to actively engage students in instruction and learning;

- ❖ are designed to promote varied levels of thinking and problem-solving;
- ❖ are varied and logically sequenced to provide sufficient opportunities for initial learning, application, practice, and review;
- ❖ are designed to accommodate differences in rates of learning and development; and
- ❖ include appropriate materials, resources, and technologies.

a reflection on planning (interview question 9) indicating that the teacher is able to draw appropriate conclusions regarding any revisions that may need to be made to enhance instructional effectiveness.

APS 3:

Key elements of assessment typically include

a variety of formal and informal assessment methods (interview question 6) that are

- ❖ appropriate indicators of students' knowledge and skills associated with each objective;
- ❖ consistent with the content and the instructional strategies;
- ❖ appropriately selected, adapted, and/or developed;
- ❖ appropriately administered and/or applied;
- ❖ administered and/or applied as frequently as necessary to appropriately monitor both student progress and student achievement relative to each objective.

evaluation criteria (interview question 7) that

- ❖ allow for valid and reliable interpretations of student performance, and
- ❖ are appropriately high for students' ability and developmental levels.

use of assessment results (interview question 8) indicating that the teacher

- ❖ accurately analyzes and interprets student performance,
- ❖ provides appropriate instructional feedback to the students,
- ❖ provides appropriate assistance to the students, as necessary,
- ❖ maintains accurate and well-organized records of students' progress and achievement, and

determines the extent to which the instruction is meeting the needs of all students.

APS 4:

Key elements of establishing and maintaining high expectations for learners typically include the teacher's ability and disposition to

establish learning and developmental objectives that

- ❖ reflect appropriate curriculum standards,
- ❖ are appropriately challenging for students' ability and developmental levels,
- ❖ are clearly communicated to the students in terms of relevance and importance, and
- ❖ are clearly linked to students' previous and future learning.

establish and clearly communicate expectations to students regarding

- ❖ class participation and
- ❖ completing instructional activities, events, and assignments.

foster a sense of purpose and student responsibility for learning.

APS 5:

Key elements of using instructional strategies to facilitate learning typically include the teacher's ability and disposition to

use a variety of appropriate strategies effectively.

promote varied levels of thinking and problem-solving.

provide opportunities for initial learning, application, practice, and review.

accommodate differences in students' ability/developmental levels, rates of learning, and styles of learning.

actively engage students in instruction and learning.

promote both independent and collaborative learning.
promote positive and productive interactions between the teacher and the students.

APS 6:

Key elements of providing content for learners *typically* include the teacher's ability and disposition to select content that

- ❖ is aligned with appropriate curriculum standards,
- ❖ is appropriate for the learning and/or developmental objectives,
- ❖ is current and accurate,
- ❖ includes all important concepts and/or skills (and, conversely, eliminates unnecessary or superfluous information), and
- ❖ is derived from a variety of appropriate sources.

present content

- ❖ by identifying key concepts,
- ❖ using a variety of clear, logical, and appropriate explanations, examples, demonstrations, etc.,
- ❖ by relating the content to the students' present and future interests and needs,
- ❖ by stimulating critical and reflective thinking,

at an appropriate pace.

APS 7:

Key elements of monitoring and enhancing learning *typically* include the teacher's ability and disposition to

use appropriate informal assessment strategies (e.g., observing, questioning, listening, reviewing student work)

- ❖ in an effective manner.
- ❖ on a continuous basis.
- ❖ to tap various levels of thinking and performance.
- ❖ with all students.

use appropriate formal assessment strategies (e.g., quizzes, homework, individual/group presentations, tests).

provide appropriate and prompt oral and written instructional feedback to students.

promote students' ability and willingness to monitor and evaluate their own progress.

adjust instruction to review, re-teach, or extend key concepts, as appropriate.

APS 8:

Key elements of maintaining an environment that promotes learning *typically* include the teacher's ability and disposition to

create a safe, stimulating, and inviting learning environment.

demonstrate confidence and enthusiasm.

maintain positive, respectful, and appropriate interactions with the students.

encourage students' active engagement in learning.

promote positive, learning-focused interactions, collaboration, and teamwork among the students.

provide appropriate extrinsic and intrinsic incentives for learning and rewards for progress and success.

APS 9:

Key elements of managing the classroom *typically* include the teacher's ability and disposition to establish efficient routines for completing essential non-instructional tasks.

effectively manage instructional time, materials, resources, technologies, and transitions.

establish, communicate, and enforce rules and procedures that maximize the occurrence of appropriate student behaviors.

effectively manage any inappropriate student behaviors.
promote students' ability and willingness to assume responsibility for their own behaviors.

APS 10:

Key elements of fulfilling professional responsibilities *typically* include the teacher's ability and disposition to

establish, maintain, and be a contributing partner in collaborative professional relationships with parents, other teachers, other student-oriented professionals in the school and/or district, and members of the community in order to

- ❖ plan and provide appropriate learning experiences for students,
- ❖ accomplish school goals, and
- ❖ support the district's strategic plan.

meet all professional expectations in an ethical and responsible manner.
engage in continuous professional growth and development.

College of Education Institutional Standards: Student learning outcomes.**North Greenville University:****College of Education Conceptual Framework.****OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.****Proficiencies:**

- A. Candidates demonstrate mastery of the critical **content and processes** in their fields of study within the context of a broad understanding of the liberal arts. [CAEP 1.1, InT 4, APS 6, Praxis II Content Exams, minimum grades in core courses, minimum GPA.]
- B. Candidates **communicate** subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts. [CAEP 1.2, InT 5, APS 4, FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric, ADEPT]
- C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of **appropriate assessments** and using the data to improve student learning and instruction. [CAEP 1.3, InT 6, APS 3, Lesson Plans, ADEPT evaluation, Unit, TWS]
- D. Candidates **plan and implement** lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn. [CAEP 1.5, InT 7, APS 2, Lesson Plans, Unit plan, TWS, ADEPT evaluation]
- E. Candidates employ **multiple resources beyond the textbook** such as including concrete objects, online resources and media to meet the needs of all learners. [CAEP 1.4, InT 5 APS 5, Unit Plans, Lesson Plans, FEE, TWS]
- F. Candidates use a variety of **effective instructional techniques**, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning. [CAEP 1.6, InT 8, APS 5, Lesson Plans, Unit Plan, FEE, TWS]

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.**Proficiencies:**

- A. Candidates exhibit **personal responsibility**, trustworthiness, fairness, and teamwork in the school community. [CAEP 1.7, InT 10, APS 10, AOD, ADEPT]
- B. Candidates respect, value, and establish **high expectations** for all students creating an inclusive learning environment. [CAEP 1.6, InT 2, APS 4, AOD, TWS, ADEPT, SC safe schools climate act assessment]
- C. Candidates design and maintain an effective, safe learning environment that **accommodates** the child's physical, social, emotional, and cognitive needs. [CAEP diversity thread, InT 1, APS 8, SC safe schools climate act, AOD, TWS, ADEPT]

D. Candidates value cooperation, practice collaboration, and display **fairness and empathy** when working with colleagues and families. [CAEP 1.8, InT 3, APS 10, AOD, ADEPT]

OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.

Proficiencies:

A. Candidates engage in **professional development** activities and utilize resources that contribute to the improvement of self, the profession, and community. [InT 9, APS 10, AOD, ADEPT]

B. Candidates use **technology** and other resources as tools for improving instruction and for professional growth. [CAEP technology thread, InT 9, APS 10, Lesson plans, TWS, ADEPT]

C. Candidates model **inquiry and reflection** on teaching and decisions that impact students, families, and communities based on student performance. [CAEP 1.3, InT 10APS 10, Lesson Plans, TWS, ADEPT reflections]

D. Candidates **reflect on their choices and biases** in order to build strong relationships with learners, families, colleagues, and the community. [CAEP 1.9, InT 10, APS 10, lesson reflections, TWS, ADEPT reflections]

Revised 2.13.2014. Updated 1.15.15.

Recurring strands assessments: CAEP requires that we assess Diversity training and technology throughout each program. Therefore, each program should map out where the diversity and technology standards will be assessed and how they will be assessed. Many of the diversity standards are in the Assessment of Dispositions. It is suggested that each course and instructor choose one standard in each set to include in an assessment, then align that standard in the rubric used. Each program will demonstrate that they are collecting multiple measures to assess the Diversity and Technology standards throughout the program.

Diversity Standards

The unit is committed to “fostering dispositions that emphasize caring in the classroom...to meet the learning needs of all children. (Conceptual framework, p 19)”

The proficiencies which set the standard for diversity in the unit include:

Outcome 1: D. Candidates **plan and implement** lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn. [CAEP 1.5, InT 7, APS 2, Lesson Plans, Unit plan, TWS, ADEPT evaluation]

Outcome 1: F. Candidates use a variety of **effective instructional techniques**, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning. [CAEP 1.6, InT 8, APS 5, Lesson Plans, Unit Plan, FEE, TWS]

Outcome 2: B. Candidates respect, value, and establish **high expectations** for all students creating an inclusive learning environment. [CAEP 1.6, InT 2, APS 4, AOD, TWS, ADEPT, SC safe schools climate act assessment]

Outcome 2: C. Candidates design and maintain an effective, safe learning environment that **accommodates** the child’s physical, social, emotional, and cognitive needs. [CAEP diversity thread, InT 1, APS 8, SC safe schools climate act, AOD, TWS, ADEPT]

Outcome 2: D. Candidates value cooperation, practice collaboration, and display **fairness and empathy** when working with colleagues and families. [CAEP 1.8, InT 3, APS 10, AOD, ADEPT]

Outcome 3: C. Candidates model **inquiry and reflection** on teaching and decisions that impact students, families, and communities based on student performance. [CAEP 1.3, InT 10, APS 10, Lesson Plans, TWS, ADEPT reflections]

Outcome 3: D. Candidates **reflect on their choices and biases** in order to build strong relationships with learners, families, colleagues, and the community. [CAEP 1.9, InT 10, APS 10, lesson reflections, TWS, ADEPT reflections]

Updated Spring 2015



International Society for
Technology in Education

ISTE Standards

Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Standards*^T © 2008 International Society for Technology in Education.

ISTE® is a registered trademark of the International Society for Technology in Education.

If you would like to reproduce this material, please contact permissions@iste.org.



CAEP Standards 2013

Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and

development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3:

CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;

- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.²⁸

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.²⁹

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4:

PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the

state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5:

PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development.

The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

ANNUAL REPORTING AND CAEP MONITORING

The Commission recommends that CAEP gather the following data and monitor them annually from all providers:

Measures of Program Impact:

- **Impact on P-12 learning and development** (data provided for component 4.1)
- **Indicators of teaching effectiveness** (data provided for component 4.2)
- **Results of employer surveys, including retention and employment milestones** (data provided for component 4.3)
- **Results of completer surveys** (data provided for component 4.4)

Measures of Program Outcome and Consumer Information:

- **Graduation rates**
- **Ability of completers to meet licensing (certification) and any additional state requirements** (e.g., through acceptable scores and pass rates on state licensure exams)
- **Ability of completers to be hired in education positions for which they were prepared**
- **Student loan default rates and other consumer information**

The Commission recommends that CAEP identify levels and significant amounts of change in any of these indicators that would prompt further examination by the CAEP Accreditation Council's Annual Monitoring Committee. Outcomes could include: (1) requirement for follow-up in future years, (2) adverse action that could include revocation of accreditation status or (3) recognition of eligibility for a higher level of accreditation.

In addition, the Commission recommends that CAEP include these data as a recurring feature in the CAEP annual report.

Interstate New Teacher Assessment Support Consortium Standards
(InTASC)

Standard One - Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two - Knowledge of Human Development: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard Three - Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard Four - Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard Five - Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Standard Six - Communication Skills: The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard Seven - Instructional Planning Skills: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight - Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard Nine - Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten - Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and wellbeing.

SC Department of Education Standards

Off-site Review

1 - NCATE

- The unit is compliant with NCATE Standards 1 through 6.

The unit as defined for the purposes of this state visit is fully accredited by the state of South Carolina. During the last state visit, all NCATE Standards were met.

The unit meets the standard contingent upon UAB, PRC, and State Board approval of the BOE review of NCATE Standards after the fall of 2014.

2 - ADEPT

- The unit's assessment system for initial educator preparation effectively incorporates the ADEPT system.
- The unit's assessment system for advanced educator preparation programs, when appropriate, effectively incorporates the ADEPT system.
- The unit is effectively implementing the ADEPT system in field and clinical experiences.

Evidence presented indicates that the unit has an approved 2013-2014 ADEPT plan on file with the South Carolina Department of Education that describes how it meets all ADEPT standards for teacher preparation programs and advanced educator preparation programs, when appropriate. The unit infuses ADEPT throughout field and clinical experiences and demonstrates competency of graduates in ADEPT through its assessment system.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

3 - PADEPP

- Candidates enrolled in leadership programs demonstrate a knowledge and understanding of PADEPP standards and performance criteria.
- Candidates enrolled in leadership programs design personal professional development plans based on PADEPP standards and a school's strategic plan.
- The unit's assessment system for advanced programs includes PADEPP and NBPTS as appropriate.

Evidence presented indicates The unit assessment system is aligned with PADEPP and ELCC Standards. There is evidence of candidate knowledge and understanding of PADEPP standards as presented with an alignment between courses and standards.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

4 - EEDA

- Candidates in leadership educator preparation programs have the knowledge, skills, and dispositions to achieve the EEDA performance standards for leadership education programs.
- Candidates in teacher educator preparation programs have the knowledge, skills, and dispositions to achieve the EEDA performance standards for teacher education programs.
- Candidates in counselor preparation programs have the knowledge, skills, and dispositions to achieve the EEDA performance standards for counselor education programs.

Evidence provided indicates that the unit provides instruction on EEDA throughout the teacher preparation, counselor education, and leadership programs. Examples of evidence:

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

5 - Standards of Conduct

- Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification.

Candidates are informed of the state Standards of Conduct during an orientation of ADEPT. Example of evidence: Consider adding more evidence.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

6 - Safe Schools Climate Act

- Candidates in all certification programs, initial and advanced, have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

The unit provides training on identifying and preventing bullying in a number of courses and assesses candidate knowledge, skills, and dispositions to identify and prevent bullying to ensure their abilities to do so in the classroom. The unit provides data to indicate that candidates possess knowledge of bullying. Examples of evidence

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

7 - PK-12 Academic Standards

- Candidates in all certification programs know, understand, and can apply SC PK-12 academic standards in the area in which they seek certification.

*Candidates align all lesson plans with South Carolina PK-12 academic standards. The unit assesses candidates on their ability to teach these standards. Ample evidence was supplied to support unit achievement in this area. **Examples of evidence:** . **Consider adding more evidence.***

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

8 - Admissions

- Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis I or on the SAT or ACT.
- Candidates admitted to initial educator preparation programs at the undergraduate level have completed a minimum of 45 semester hours of college level work with a minimum grade point average (GPA) of 2.50 on a 4-point scale, or at the recommendation of the unit head, a cumulative GPA of 2.25 on a 4-point scale.
- Candidates admitted to initial educator preparation programs at the undergraduate level have provided a statement of disclosure concerning all prior convictions, including felonies and misdemeanors.
- Candidates admitted to initial educator preparation programs at the graduate level (usually MAT) have met admissions requirements that are equivalent to those of other graduate programs operating at the institution.
- Candidates admitted to initial educator preparation programs at the graduate level (usually MAT) have demonstrated academic proficiency.
- Candidates admitted to initial educator preparation programs at the graduate level have provided a statement of disclosure concerning all prior convictions, including felonies and misdemeanors.
- Candidates admitted to advanced educator preparation programs have met admissions requirements that are equivalent to those of other graduate programs operating at the institution.
- Candidates admitted to advanced educator preparation programs have provided a statement of disclosure concerning all prior convictions, including felonies and misdemeanors.

*The unit requires all elements described in this standard to be met prior to admission to the program.
Examples of evidence:*

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

9 - Field and Clinical Experience

- Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experience prior to clinical practice.
- Candidates at the initial graduate level (MAT) have completed a minimum of 75 hours of field experience prior to clinical practice.
- Candidates have cleared background checks by the Federal Bureau of Investigation prior to clinical practice.
- Clinical practice experiences provide for candidates' intensive and continuous involvement in a public school setting.
- Clinical practice experiences are equivalent to a minimum of twelve weeks or sixty full days.
- During clinical practice experiences candidates teach independently for a minimum of ten full days in one setting.
- During clinical practice experiences candidates adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service training, and rehearsals).
- During clinical practice experiences candidates are supervised by one or more institutional faculty members who have preparation in supervision, in the ADEPT system, and in the teaching major.
- During clinical practice experiences candidates are supervised by one or more school-based faculty members who have training in the ADEPT system.
- During clinical practice experiences candidates receive formative assessments, written and oral feedback, and assistance from both their institutional faculty supervisors and their school-based faculty supervisors. All formative assessments include a minimum of four classroom observations (two observations by institutional faculty supervisors and two by school-based supervisors).
- During clinical practice experiences candidates receive at least one summative evaluation that addressed all ADEPT Performance Standards. All summative evaluations include appropriate data collection methods, including at least two classroom observations (one observation by the institutional faculty supervisors and one observation by school-based faculty supervisors). All candidates receive written and oral consensus-based feedback on all ADEPT Performance Standards.

Evidence presented verifies that requirements and expectations meet or exceed the elements of this standard.

Examples of evidence:

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

10 - Eligibility for Certification

- Candidates for secondary certification have completed at least 30 semester hours in the area in which they are recommended for certification. Middle level candidates at the initial level must complete two areas of concentration with at least 15 semester hours in each area.

Consider adding more evidence.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

11 - Annual Reports

- The unit submits a copy of its AACTE/NCATE report to the State Department of Education annually.
- The unit submits a Title II report to the State Department of Education annually.

The unit submits a copy of their AACTE/NCATE report and their federal Title II report to the SCDE on an annual basis.

The unit meets the standard.

12 - Professional Development Courses

- The unit aligns professional development courses and related activities for teachers and other school personnel, to the extent appropriate, with the National Staff Development Council's Standards for staff development. <http://www.learningforward.org/standards/index.cfm>
- The unit aligns professional development courses at the graduate level with the ten SACS criteria: knowledge base, dynamic interaction, research base, faculty qualifications, faculty contributions to the discipline, duration of activity, collective participation, content focus, active learning, and coherence. http://www.che.sc.gov/AcademicAffairs/Guidelines_For_Grad_Courses_Dev.doc

Evidence presented indicates that the unit meets the criteria for this standard. Example of evidence:

Consider adding more evidence.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

13 - Advanced Programs for Educator Preparation

- The unit aligns graduate degree programs for classroom teachers, especially those that do not lead to advanced certification with the five core propositions of the NBPTS Standards.

Evidence presented indicates that the unit has aligned graduate degree programs with the core NBPTS propositions. Examples of evidence:

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.

14 - Experimental or Innovative Programs

- The unit complies with the SCDE policy for Experimental or Innovative Programs if applicable.

This standard is not applicable to this unit.

15 - ISTE Standards

- The unit aligns degree programs and related activities for teachers and other school personnel with the most recent National Educational Technology Standards (NETS-T) developed by the International Society for Technology in Education (ISTE) as a strategy for significantly enhancing the capacity of preservice as well as in-service teachers to incorporate technology into their teaching and their students' learning.

The unit provides evidence that it aligns courses with ISTE Standards. Examples of evidence:.

The unit appears to meet the standard contingent upon confirmation through onsite verification and interviews.